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CHARLES SWAIN THOMAS, EDITOR

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SUPPLEMENTARY AIDS TO ENGLISH TEACHING

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THE EDITOR

In the stress which the daily curriculum lays upon classroom work in English we are sometimes tempted to ignore the possibilities which lie in the immediate vicinity of routine. We feel the insistent demands for the intensive study of *Macbeth* and the *Conciliation Speech*, and for the reading and discussion of each separate book that we have selected from the college-requirement list. Especially where our teaching efficiency is measured by our success in getting our students safely piloted through the college examinations, we are unfortunately under the constant temptation to narrow our field of endeavor and reduce the work to barren drill. Yet to yield to this limiting tendency is to shut out the opportunities to inspire many of our students to seek a broader and a richer culture beyond the specific demands of the class assignments. This broader cultural outlook may, in many schools, be secured by such agencies as: (1) The School Paper; (2) Debating; (3) Prize Speaking; (4) The City and the School Libraries; and (5) The English Club. The following discussion considers each of these in turn.

THE SCHOOL PAPER

A continued incentive to better work in composition is provided by the school paper. Too often, however, the possibilities of school journalism are not clearly perceived by the English teachers—or if clearly perceived they are not kept prominently in the foreground of the student's view.

We teachers are always a little too chary in publicly recognizing the merit of our pupils. Yet we must admit that

one of the most potent agencies in successful athletics is the very publicity of the games—particularly in the liberal recognition that the daily press offers. Just how far the school should go in encouraging such a stimulus is of course a mooted problem, but certainly no experienced teacher would question the propriety of encouraging pupils to submit their efforts to the school editor with the hope of gratifying the laudable ambition of seeing their work in print. And such an ambition the English staff should freely develop.

The greatest care should, however, be exercised regarding the accepted articles. Clarity of style, wholesome humor, poetry, cleverness in verse, originality of treatment, piquancy, variety, sincerity, loyalty, and democracy—all these should be displayed in each issue and set a firm standard for each succeeding number.

In too many school papers jokes from the exchanges or from the current newspapers and magazines are freely admitted and supply most of the material for the humorous columns. The English department should interest itself in developing power and originality in joke-writing and in clever versifying.

It is in connection with the regular theme-work, however, that the school paper may be made to yield its richest possibilities. Each teacher on the English staff should be continually on the watch for suitable publication material from the required themes and recommend to the editor those themes that set a high standard of excellence and supply the proper stimulations for the composition classes.

The same principles, somewhat more elaborately developed, may be applied to the school annual—provided the school issues such a publication. A large staff—differing in personnel from the staff editing the school paper—is thus given experience in practical managing and in practical editing. And aside from increased sensitiveness to correctness and aesthetics in style, considerable benefit comes from the executive and business training.

The spirit of co-operation manifests itself in another way. Pupils and teachers working together in these enterprises come to understand each others' point of view, and the cordial relationship developed in this intimacy spreads throughout the school and aids in the development of a more wholesome school spirit.

DEBATING

Debating, when rightly conceived and rightly taught, is one of the best forms of oral composition and is one of our

most valuable supplementary aids to English teaching. As there are so many things, however, that militate against its success in high school, it is incumbent upon those in authority to give to this subject most intelligent consideration. The extremes of danger are, on the one hand, irrelevancy; on the other hand, exaggerated formalism.

All of us have heard two persons arguing questions when they understood neither the nature of the points raised nor the position that the opponent was endeavoring to maintain. The terms they used were either un-defined or ill-defined, and consequently misinterpreted. When these were finally explained, it was apparent that the prolonged discussion was entirely futile; the opponents really held the same views, but, as each misunderstood the other, wordy chaos ensued. Or perhaps, they did understand each other, but the special argument presented by one of the contestants was ignored by the other and was speciously met by a detail entirely unrelated to the point just raised. Stories, illustrations, analogies were employed, but employed with no regard to system and little regard to relevancy. Such a speaker was satisfied if by these unlawful methods he raised a laugh at the expense of his opponent and merely produced embarrassment, where high conception concerning the function of argument would have sought conviction. All the faults here disclosed we have likewise seen in many high-school debates.

The more frequent fault, however,—particularly in inter-scholastic debating—is that of over formalism. The date is pre-arranged months in advance, the services of various faculty-members in each of the competing schools are enlisted, and all the paraphernalia of the game brought finally and formally upon the stage, ready for elaborate public display and enthusiastic applause. The function of true debate is lost in formalism and in the desire to win. Instead of being a debate it really resolves itself into an oratorical contest; for too often all the speeches—even the speeches in rebuttal—are memorized verbatim and thus lose their argumentative force. There is no firm seizing of the opponent's points and therefore little effective counter-play and refutation in the midst of the debate proper.

Where there is pre-recognition of the main faults—irrelevancy and formalism—debating work may be carried on successfully in a school that has on its staff one competent and enthusiastic teacher who is willing to spend a large amount of time in planning and supervision.

The important work is the work done within the school, and this may be effectively accomplished either through classroom instruction or through the agency of the debating club. In either case the teacher in charge should choose a good text on debating and accept that as the basis for practice. The group should then settle down to master the art of effective debating by close closeted work that relies upon conscientious and concentrated application rather than the show and tinsel of a formal interscholastic contest.

To prevent the work from degenerating to pseudo-oratory and formalism, some schools have, in their interscholastic contests, abandoned the old policy of selecting a question many weeks in advance of the formal debate. At Groton and Middlesex, for example, the representatives of the two schools jointly agree upon some outsider whose function it is to select a question. The question he selects is sent to each school on the morning of the date appointed for the public contest. Each school has, in the meantime, selected its three speakers and an alternate. These four men in each school are, at eight o'clock on the morning of the debate, told what the question is, are given the sole privilege of the school library for the day, and there together — without faculty, coach, or other outside help — collect their material and organize their debate for that evening's contest.

The one who selects a question for this sort of debate is of course directed to select some question that is comparatively easy — one that does not demand elaborate research, and one that easily differentiates into two clearly distinguished opposing views.

It will be easily seen that such a method eliminates all possibilities of the committed speech and encourages extensive refutation during the whole progress of the debate. Moreover, it demands for its successful issue long and careful preparation on the essentials of debate. In such a contest no school that does not teach broadly the best methods of organization can hope to win. In addition to this, it lays its final responsibility where it belongs — upon the team rather than upon the coach. Where this, or some similar method is employed, the practice in debating splendidly supplements the English work of the school.

PRIZE SPEAKING

The aid offered by contests in declamation has recently been viewed with more or less disparagement, but rightly conducted the work in declamation may possess unques-

tioned value. It is particularly adapted to first-year classes and may be utilized as a means of developing school-spirit and arousing individual ambition. We must continually remember the fact that as there are few things more disheartening for an individual than continued failure so there are few things more stimulating than successful performance. Some pupils can win this success only in declamation, and for such pupils a public contest is of unquestioned value.

In some schools the Senior class, or some other organization, offers a declamation prize to competing freshmen. In the larger schools, where there are several freshman divisions, each division by preliminary trials chooses its two or three best declaimers. The successful competitors in turn meet the representatives from other divisions, and by a process of selection a half dozen or more are chosen for the public contest.

All this imposes a good deal of work upon the teacher. The selections must be carefully made. Not only must they be suitable in themselves; they must be adapted to the temperament and personality of the given contestants. Considerable drill and close attention must be given to posture, enunciation, voice-management, and all those countless details that make or mar successful performance.

As an indication of the type of selection that has found favor in recent contests I am inserting the following list. Many of these titles are taken from Bulletin XVI. of the Association of High School Teachers of English of New York City.

A Lover of Music.....	Van Dyke
Liza Sam.....	Mary W. Freeman
Lore Among the Backwoods.....	Myra Kelly
Archbishop's Xmas Gift	
The White Swan.....	Sir Gilbert Parker
The Swan Song.....	St. Nicholas Magazine
The Devil.....	Edward Stevens
The Perfect Tribute.....	Mary S. Andrews
The Littlest Rebel	
The Explorer	
The Lie	
Who Follow the Flag.....	Van Dyke
"Gloria" from "The Christian".....	Hall Caine
The Street Musician.....	Anna Chapin
Sonata Pathetique.....	Bruno Lessing
Meg.....	James Oppenheim
Ezekiel in Exile.....	Lucy Pratt
He Knew Lincoln.....	Ida Tarbell
The Perfect Tribute.....	Mary R. S. Andrews
The Revenge	Tennyson

Heroes Who Fight Fire.....	Riis
Biff Perkin's Toboggan Slide.....	Phelps
Whirligig of Time.....	O. Henry
Engineer Connor's Son	
The Gridiron.....	Lover
Antony's Oration from "Julius Caesar".....	Shakespeare
European Guides.....	Mark Twain
Gungha Dhin.....	Kipling
Message to Garcia.....	Hubbard
The Highwayman.....	Noyes
European Guides.....	Mark Twain
Scene from "Trojan Women".....	Euripides (Murray, tr.)
Whittington's Venture, from "Tales of Mermaid Inn".....	Alfred Noyes
Under the Sign of the Golden Shoe (from the same).....	Alfred Noyes
A Modern Cinderella	
Grand Opera in a Mining Town	
A Few Bars in the Key of G	
A Plea for Cuba	
Your Sons Will Do Likewise	
Sleepwalking Scene (Macbeth).....	Shakespeare
Lucy Finds Her Father, from "Tale of Two Cities".....	Dickens
The Death of Elaine.....	Tennyson
Sherwood	Noyes
Tam O'Shanter.....	Burns
Little Brown Baby.....	Dunbar
Jack in the Pulpit.....	Larcom
Swinging in the Birch Tree.....	Larcom
The Explorer	Kipling
Sohrab and Rustum.....	Arnold
The Hunter	Schreiner
Jean Valjean and the Bishop.....	Victor Hugo
Extract from "The Krag".....	Thompson-Seton
Boris' Confession.....	Robert Hichens
Trial Scene from "Drake"	
Speech of Sergeant Buzfuz.....	Dickens
Out to Old Aunt Mary's.....	Riley
The Days Gone By.....	Riley

LIBRARIES

The effectiveness of the English course may be greatly increased by the more general and the more intelligent use of both the public and the school library. Any discussion of the problem of outside reading emphasizes the advantage to be secured by close co-operation between the school and public library. It is even possible in some cases to make the school a branch of the public library. I shall, in the present section, deal principally with the problem of the library within the school, for no school is so small or so poor that it may not do something in the way of library equipment, though this equipment must necessarily, in certain communities, be extremely meagre.

The first demand is for good reference books. As Miss Frances Simpson, Reference Librarian at the University of Illinois, has prepared an excellent list, which is published in the Bulletin of the Illinois Association of Teachers of English (April, 1912), I am reprinting it here, with a few changes.

Webster's *New International Dictionary*. Springfield, (Mass.), 1910. Merriam, \$12.00.

Century *Dictionary Encyclopedia and Atlas*. New ed. 12 v. N. Y. 1911-12. Century Co. Subscription.

A Standard Dictionary of the English Language. Funk and Wagnalls, \$12.00.

Crabb, George. *English Synonymes*. New ed. N. Y. 1892. Harper, \$1.25.

Fernald, J. C. *English Synonyms and Antonyms*. 10th ed.. N. Y. 1896. Funk, \$1.50.

March, Francis A. and March, F. A., Jr. *Thesaurus Dictionary of the English Language*. Phil., 1902. Historical Pub. Co., \$12.00.

Barrere, Albert and Leland, C. G. *Dictionary of Slang, Jargon and Cant*. New ed. 2 v. N. Y., 1897. Macmillan, \$4.00.

Farmer, J. S. and Henley, W. E. *Dictionary of Slang and Colloquial English*, abridged. N. Y. 1905. Dutton, \$2.50.

Muret, Edward and Sanders, D. *Encyclopedic English-German and German-English Dictionary*. 4 v. London, 1901. Grevel, 21s.

Spiers, A., and Surennne, Gabriel. *Standard Pronouncing Dictionary of the French and English Languages*. School ed. N. Y. Appleton, \$1.50.

Lewis, C. T. and Short, Charles. *Harper's Latin Dictionary*. N. Y., 1899. Amer. Book Co., \$6.00.

New International Encyclopedia. New ed. 22 v. N. Y., 1911. Dodd, subscription.

Encyclopaedia Britannica. 11th ed. 29 v. Cambridge, (Eng.), 1910-11. Cambridge Press, \$160.00.

Harper's *Book of Facts*. New ed. N. Y., 1906. Harper, \$8.00.

New Students' Reference Work. 6 v. Chicago. F. E. Compton & Co., \$21.75

Dictionary of National Biography; Index and Epitome. N. Y., 1903. Macmillan, \$6.25.

Lippincott's *Universal Pronouncing Dictionary of Biography and Mythology*. New ed. 2 v. Phil., 1905. Lippincott, \$15.00.

Rand, McNally and Co., Pub. *Indexed Atlas of the World*. New ed. 2 v. Chicago, 1912. \$25.00.

Lippincott's *New Gazetteer*. New revised ed. Phil., 1906. Lippincott, \$10.00.

Mill, H. R. and others. *International Geography*. N. Y., 1900. Appleton, \$3.50.

Statesman's Yearbook. London, 1864-date. Macmillan, \$3.00 per year.

World Almanac. N. Y. Annual. New York World, 54 cts. per year.

American Year Book. F. G. Wickware ed. New York. Appleton, \$3.15 per year.

Shepherd, W. R. *Historical Atlas*. N. Y., 1911. Holt, \$2.25.

- Ploetz, Carl. *Epitome of Ancient, Mediaeval and Modern History*. Boston, 1911. Houghton, \$3.00.
- Larned, J. N. *History for Ready Reference*. 7 v. Springfield, (Mass.), 1894-1910. Nichols, \$35.00.
- Plutarch *Lives*. Tr. by Stewart and Long. 4 v. New York. Macmillan, \$1.00 each.
- Morse, J. T. ed. *American Statesmen Series*. Boston. Houghton Mifflin Co., \$1.25 a volume.
- Brewer, E. C. *Historic Note-Book*. Phil., 1891. Lippincott, \$3.50.
- Robert, H. M. *Revised Rules of Order*. Chicago. Scott, \$1.00.
- Brookings, W. D. and Ringwalt, R. C. *Briefs for Debate*. N. Y., 1896. Longmans, \$1.25.
- Ringwalt, E. C. *The High School Debate Book*. Chicago, 1911. McClurg, \$1.00.
- Evening Sky Map*. Monthly, published by Leon Barritt, 150 Nassau St., New York. \$1.00 per year.
- Bryan, Michael. *Dictionary of Painters and Engravers*. New ed. 5 v. N. Y., 1904. Macmillan, subscription. (\$30.00.)
- Grove, George. *Dictionary of Music and Musicians*. New ed. revised and enlarged. 5 v. N. Y., 1904-date. Macmillan, \$5.00 per volume.
- Law, F. S. *Operatic Tales*. Phil., 1903. Hatch Music Co., \$1.00.
- Harper's *Dictionary of Classical Literature and Antiquities*. ed. by H. T. Peck. N. Y., 1896. Harper, \$6.00.
- Bulfinch, Thomas. *Works*. Ed. by E. E. Hale. 3 v. N. Y. Crowell, \$2.25. (Containing the author's *Age of Fable*, *Age of Chivalry* and *Legends of Charlemagne*.)
- Gayley, C. M. *Classic Myths in English Literature*. Boston, 1893. Ginn, \$1.50.
- Anderson, R. B. *Norse Mythology*. Chicago. Scott, Foresman & Co., \$2.50.
- Brewer, E. C. *Reader's Handbook of References, Plots and Stories*. Phil., 1880. Lippincott, \$3.50.
- Brewer, E. C. *Dictionary of Phrase and Fable*. Phil., 1896. Lippincott, \$1.50.
- Aesop *Hundred Fables*. Illus. by Billinghamurst. London. Lane, \$1.50.
- Frey, A. R. *Sobriquets and Nicknames*. New ed. Boston, 1895. Houghton, \$2.00.
- Phyfe, W. H. P. *Five Thousand Facts and Fancies*. N. Y., 1901. Putnam, \$5.00.
- Wheeler, W. A. *Explanatory and Pronouncing Dictionary of the Noted Names of Fiction*. Boston, 1892. Houghton, \$2.00.
- Bartlett, John. *Familiar Quotations*. 9th ed. enlarged. Boston, 1891. Little, \$3.00.
- Bent, S. A. *Short Sayings of Great Men*. New ed. Boston, 1895. Houghton, \$2.00.
- Hoyt, J. K. *Cyclopaedia of Practical Quotations*. New ed. enlarged. N. Y., 1896. Funk, \$5.00.
- Warner's *Library of the World's Best Literature*. Ed. by Charles Dudley Warner and others. 46 v. (Originally \$3.50 per vol., can be had at a great reduction through second-hand dealers; has sold at \$17.50.)
- Reed, T. B. *Modern Eloquence*. 15 v. Phil., 1901. Morris, subscription. (Now sold at about \$25.00.)

- Stedman, E. C. *Victorian Anthology*. Boston, 1895. Houghton, \$1.75.
- Stedman, E. C., *American Anthology*. Boston, 1911. Houghton, \$2.00.
- Halleck, R. P. *History of American Literature*. New York, American Book Co., \$1.25.
- Abernethy, Julian W. *American Literature*. New York, 1902. Maynard, Merrill & Co., \$1.10.
- Warner, Charles Dudley ed. *American Men of Letters Series*. Boston, 1897. Houghton, \$1.25 per volume.
- Ward, T. H. *English Poets*. 4 v. N. Y., 1894-1903. Macmillan, \$1.00 per volume.
- Child, F. J. *English and Scottish Ballads*; ed. by Sargent and Kitttridge. Boston, 1904. Houghton, \$3.00.
- Palgrave, F. T. *Golden Treasury of Songs and Lyrics*. 2 v. N. Y., 1891-97. Macmillan, \$3.00.
- Garnett, Richard and Gosse, E. W. *English Literature; an Illustrated Record*. 4 v. London, 1903-1904. \$13.50.
- Ward, A. W. and Waller, A. R. ed. *The Cambridge History of English Literature*. New York, 1907. G. P. Putnam, \$2.03 per volume.
- Morley, John ed. *English Men of Letters Series*. New York. Harper, 75 cts. per volume.
- Ryland, Frederick. *Chronological Outline of English Literature*. N. Y., 1900. Macmillan, \$2.00.
- Whitcomb, S. L. *Chronological Outlines of American Literature*. N. Y., 1894. Macmillan, \$1.25.
- Moulton, C. W. *Library of Literary Criticism*. 8 v. Buffalo, 1901. Moulton Publishing Co., \$27.50.
- The Holy Bible*; containing both the Old and New Testament. (A teacher's ed.) for \$3.50. Syndicate Publishing Co., N. Y., 1910.
- Hastings, James. *Dictionary of the Bible*. New York. Scribner, \$5.00.

The books, other than reference books, will be of wide choice and variety, selected with the design of cultivating the reader's better taste and offering as great a variety as the available funds warrant. Purchase of complete sets of authors is usually to be discouraged because so many books of such sets are likely to go unread and simply cumber the shelves. Expensive subscription books are likewise to be avoided. Good, plain, substantial, cloth-bound, well illustrated books of the reputable publishing houses should be chosen in preference to the flashily bound volumes issued by the cheaper and less responsible firms. Recent novels — except in the rarest cases — should be left for purchase by the public library rather than by the school library. On the other hand, the recently published books on criticism, representing the best modern approach, should be as freely

purchased as the funds allow. As aids in book buying the following lists * may prove of value.

1. N. Y. State. University. School Libraries division. Albany, N. Y. Annotated book list for secondary schools: English section, prepared with suggestions from R. T. Congdon, Albany, 1914. Compiled for small high schools.
 2. Minnesota. State Education department. St. Paul, Minn. List of books for high school libraries. 1913. Compiled for small high schools.
 3. Oregon State Library commission, Salem, Oregon. Books for high school libraries. 25 cents.
 4. U. S. Education, Bureau of. List of books for high school libraries, compiled by teachers in the High School of education. Chicago University, Ill. Washington, 1914.
 5. Wisconsin State Education department. Books for high school libraries and supplement. Madison, Wis. 15 cents.
- Note: Supplement is especially suggestive for rural high schools with agricultural courses.

Whether or not magazines should be admitted to the school library is again a question of funds. Where the public library is within easy reach, the school can wisely reserve its money for the purchase of needed books. Yet for oral theme work, debates, reports on current events, and for the purpose of stimulating reading tastes, most of us should welcome the following to our high-school library tables: *Current Literature*, *The Literary Digest*, *The Outlook*, *The Survey*, *Review of Reviews*, *The Independent*, *National Geographic Magazine*, *Atlantic Monthly*, *Harper's*, *Century*, and *Scribner's*. If the school cannot afford the purchase of these, pupils will often volunteer to furnish copies. Certain newspapers, as a business advertisement, will sometimes furnish their daily copies free.

In one significant particular the potential help and inspiration of the library has never been fully developed. I refer to the possibilities inherent in the *pedagogical morgue*. Most of us know, from hearsay at least, the value of the newspaper morgue and how sacredly it is guarded by newspaper editors and managers. Each school might in a similar way make the school library the repository of all the various schemes and devices that different teachers have worked out. Clippings from newspapers, separate articles from magazines, maps, photographs, souvenir postal cards, special apparatus, stereopticon slides, all these, if conveniently filed and catalogued, can be frequently used to stimulate a keener

*For this list and for other suggestions in this section I am indebted to Miss Mary E. Hall, Girls' High School, Brooklyn, N. Y., Chairman of the Committee on High School Library Equipment work, appointed by the National Council of Teachers of English.

interest and secure a firmer intellectual grasp. Each generation of workers can, moreover, take pride in adding to this store, knowing that their efforts may increase the pleasure and the efficiency of the future. Continual sharing of these schemes and continual reference to them will help to generate a spirit of originality and resourcefulness.

For the proper care of all these books, magazines, and helps, it is highly desirable that the authorities provide a good room—well-lighted, well-ventilated, suitably and attractively furnished, and made as noiseless as possible. The greatest care should be exercised in the choice of a librarian. She should be well-trained in library work, have exceptional disciplinary power, and be of a helpful and sympathetic temperament. Demands are varied and exacting and she should be ready to meet them. If circumstances allow, the library should be kept open after school hours and every opportunity provided for the hearty encouragement of wholesome reading.

THE ENGLISH CLUB

Perhaps I can best convey my ideas concerning an English Club by giving in concrete form an account of the English Club at the Newton High School. With this account as a point of departure, or base of suggestion, any teacher interested in the formation of such a club can easily make the necessary adjustment.

The Club was organized at a mass meeting open to all juniors and seniors who had, at the preceding quarter, received an honor grade (A or B) in English. Announcement was there made of the general plan which the organizers had formed. The plan was a simple one. It was proposed that all juniors and seniors receiving these honor grades should be eligible to join this club which was designed to promote a closer social feeling and to secure a broader and more accurate knowledge of English and American literature—particularly current literature. While the English teachers were deeply interested in the Club, they were merely to be lay members and offer such advisory direction as the Club wished. The general initiatory direction and labor were to be under the management of the pupils themselves, the center of authority being lodged in an Executive Committee.

At the next meeting of the Club the officers, who compose the Executive Committee, were elected. They immediately began arrangements for the more detailed organization and serial programs for the remaining months of the

year. A brief constitution was drafted, the dues fixed at fifty cents a year, and a decision reached that the Club would meet monthly — or oftener, at the call of the Executive Committee.

The Club has now been in operation long enough for traditions to become established. The first meeting each autumn, for example, is largely social. A short literary program is provided, and some literary game is devised that brings the sixty or seventy members into closer acquaintance, after which the Club willingly comes under the informal command of the refreshment committee.

During the year each program is usually made to center about one literary personage — usually a modern author who is not taken up for study in the regular English classes. We have had, for example, meetings devoted to the biographies and writings of Eugene Field, James Whitcomb Riley, Alfred Noyes, John Masefield, Joel Chandler Harris, William Drummond, and Stephen Leacock. One program committee decided on a dramatic presentation of *Cranford*, and another gave an afternoon to acting selected scenes from Dickens's novels.

The main event each year is the production of an original play. Should no thoroughly worthy play be submitted for any one year — as has happened once during the four years that the club has been in existence — some other public entertainment would probably be substituted. During the four years five original plays have been submitted, any one of which was thoroughly worthy of presentation; but we accept but one play each year and attempt to make that one the crowning annual social event not only of the Club but of the entire school. Thus the Club has solved the local dramatic problem*. As each member is deeply interested in the school library, the Club usually applies the profits of the play — three hundred dollars or more — to the library fund.

Perhaps the chief value of the Club, from the standpoint of the English department is the continued incentive to high standards in classroom work. Eligibility to the English Club has become one of the most coveted privileges of the school. The effort to secure and to retain this privilege acts as a constant stimulus to the members of the upper classes. Nor is the incentive confined exclusively to juniors and seniors; during the latter half of each year the Club admits to honorary membership all freshmen and sophomores who during the year have secured an average of A.

Some such stimulation to higher attainment seems necessary in an age so filled with novelty, amusement, and diversion.

The five enumerated supplementary aids — the school paper, the debating clubs, prize speaking, the libraries, and the English Club—are of course not the only aids that may be used to supplement the work in English. There are possibilities in pageants, moving-pictures, museums, travel, visits to factories, lectures, and concerts. Almost every school may utilize as an incentive the strong local interests—a curiosity of nature, a distinguishing industry, an historical shrine, a prominent institution. Interest in any one of these, ramifying in so many varied directions, can always be utilized as valuable supplementary aids to English teaching and to cultural development.

EDITORIAL NOTES

The English Leaflet is published by the New England Association of Teachers of English, every month except July, August, and September. Subscription price, One Dollar. Entered as second class matter May 1, 1914, at the postoffice at Boston, Mass., under the act of March 3, 1879.

On Saturday, October 23, an enthusiastic meeting of Salem teachers was held under the auspices of our Association. The speakers were Mrs. Wallace Boyden, Mr. Allan French, and Mr. Charles Swain Thomas. Miss Dorothy Waldon, a member of the Committee on Local Conferences, arranged the program and presided over the meeting.

This same committee has planned a conference in Bridgewater on Monday evening, November 15, in co-operation with the parent-teachers' association and the Bridgewater Woman's Club.

The problem of testing the English ability of high-school graduates is constantly before the college authorities, and no scheme has yet been devised that meets universal approval. Those who view the question sympathetically have constantly in mind two distinct phases—the standards of the college and stimulating aid that these standards offer to our schools.

We should like to suggest to the college authorities a scheme that has, we believe, not been tried. We urge the abandonment of the definitely set examinations in composition. Instead, let the candidate's skill in English composition be tested by the written English he employs in his other branches—his translations from the foreign languages, his history "blue book", his examinations in the sciences or in some other subjects. After these books have been examined on the subject matter let them be passed on to examiners in English. The books would then bear two marks—one mark would measure the candidate's knowledge of the special subject, the other would measure his ability in the use of written English.

Perhaps the strongest argument for the adoption of this system would be the demand it lays upon schools for increasing care in the use of careful English in every class room and in every written exercise. Until such a demand is persistently felt the highest possibilities in English instruction and in English practice will not have been attained.

This proposal, it will be noted, retains the examination in literature. It would allow, indeed, the double measurement test there, provided such a test is found desirable. Inasmuch as the literature work is usually under the supervision of those who likewise teach composition, such a dual arrangement would supply no added incentive during the school year; it would, however, urge care in the writing of the final paper for the college authorities.

Any scheme which supplies automatically some constant stress for the co-operation of all departments in the direction of purer and clearer English, should be welcomed alike by school and by college. This stress, we believe, is legitimately provided by the proposal here made—the abandonment of the definitely set test in composition and the substitution therefor of a composition test in some other subject.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, Etc., of the *English Leaflet*, published monthly except July, August, and September at Newtonville, Boston, Mass.

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President: Geo. H. Browne, Browne and Nichols School, Cambridge, Mass.

Vice President: C. N. Greenough, Harvard University, Cambridge, Mass.

Known Bondholders, None.

(signed) CHARLES SWAIN THOMAS, *Editor*.

Sworn to and subscribed before me this 25th day of September, 1915.

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